DOCUMENT RESUME

ED 187 754 TM 800 260

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TITLE Basic Skills Improvement Policy and Regulations.
INSTITUTION Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
PUB DATE Jan 79
NOTE 27p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Basic Skills; Community Involvement; *Educational Assessment; *Educational Policy; Elementary Secondary Education; *Minimum Competencies; Minimum Competency Testing; Program Development; Program Implementation; *School Districts; State Legislation; *State Standards; Student Evaluation; Testing Programs
IDENTIFIERS *Massachusetts

ABSTRACT

To comply with official state regulations, public school districts in Massachusetts must establish minimum standards for reading, mathematics and writing by September 1980, and for listening and speaking by September 1981. The standards must apply to three grade levels: early elementary, late elementary, and seconiary. Parents, teachers, administrators and the public should be involved in their establishment. Districts must evaluate achievement at least one grade per level. Choice of instrument is optional for elementary grades; grades 7-12 must use state-developed, commercial, or locally-developed but state-approved tests. An annual report including number and percentage of failures by race, sex, and linguistic minority is required, beginning in 1980-81. Regulations at the secondary level are more stringent: districts must specify plans for remediating failures, and obtain state approval for their program, upon recommendation from a regional education council. Similarly, secondary level standards are specified in detail by subject area. State regulations determine whether transfers, special education students, and linguistic minorities should be exempt. Achievement of standards is not a graduation requirement. An advisory board will recommend standards for consideration by school districts. (CP)

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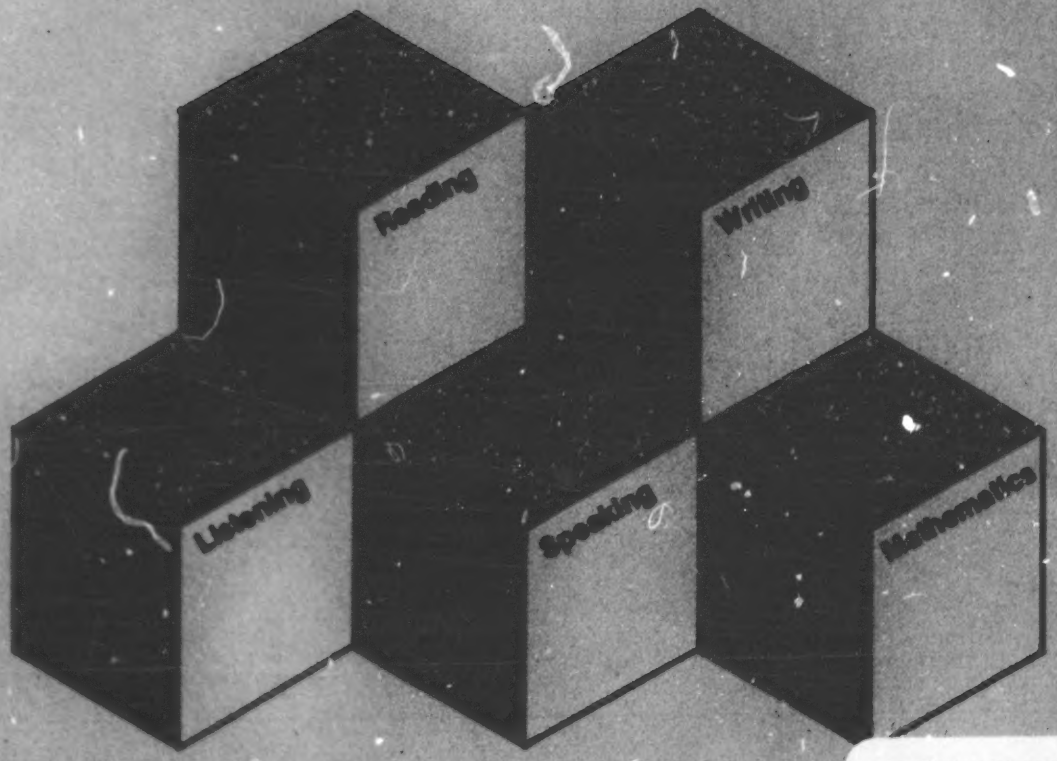

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5030-4-79-152339 Est. Cost Per Copy $.38

POLICY AND REGULATIONS ON BASIC SKILLS IMPROVEMENT

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The Massachusetts State Board of Education adopted the "Policy on Basic Skills Improvement" on August 29, 1978. The State Board adopted the "Regulations for Implementation of the Policy on Basic Skills Improvement" on January 23, 1979.

I. POLICY ON BASIC SKILLS IMPROVEMENT

In November 1975, the State Board of Education began a major policy review of the need for minimum standards for high school graduation in Massachusetts. An ad hoc advisory committee was formed by the Board in March 1976 to assist with this review. In June 1977, the Board expanded this advisory group and formally established the Advisory Committee on High School Graduation Requirements. The Committee was charged to carefully study and prepare recommendations for the Board regarding the establishment of minimum standards of competency in certain basic skill areas to be achieved by students prior to graduation from high school. After more than two years of deliberations on this subject, including public hearings and meetings in all regions of the Commonwealth, the Board has received the Advisory Committee's conclusions and recommendations.

The Board of Education endorses the Report of the Advisory Committee on High School Graduation Requirements. It adopts its recommendations as indicated below, modified on the basis of formal position papers received from the Massachusetts Association of School Committees, the Massachusetts Association of School Superintendents, the Massachusetts Teachers Association, the Massachusetts Association of Secondary School Principals, the Massachusetts Middle/Junior High School Principals Association, the Massachusetts Association of Elementary School Principals, Massachusetts Parent-Teacher-Student Association, and the State Student Advisory Council.

Throughout the two years of public discussion, certain conclusions became clear:

- There is a problem that needs correcting. Parents, teachers, students, administrators, school committee members, employers, Board of Education members, and the general public are not satisfied with the level of basic skills competency some students demonstrate by the time of graduation from high school. No major objection was raised by any group about the existence of a problem during two years of deliberations.

- To a great extent, the credibility of public schools and the educational community depends upon the degree to which the public believes this problem is being addressed vigorously and corrected in the immediate future.

- Resolution of this problem should provide for maximum local involvement under the leadership of school committees and school superintendents.

- The State Board of Education has a responsibility for providing leadership and assistance so that the problem of basic skills competency is identified appropriately and corrective action is taken locally to address this problem constructively.

- Efforts to improve competency in the basic skills should begin before the high school level. Emphasis should be on diagnosing learning needs and ad-

justing the regular curriculum to these needs so that all students can attain minimum standards, rather than on testing and retention.

The Board of Education stresses that the purpose of this Policy is to improve the attainment of basic skills competency by students in public schools of the Commonwealth. Specifically, the Board adopts the Advisory Committee's position that:

> "The purpose of a basic skills competency program is to assist all students in achieving mastery of basic skills prior to high school graduation through the provision of appropriate curriculum, instruction, and evaluation."

To accomplish this purpose, the Board of Education approves the following plan:

1. Each school committee will have the responsibility to establish minimum standards for basic skills competency in the areas indicated in No. 2 below, at the early elementary, later elementary and secondary grade levels by no later than September 1980.

    a. School committees will decide by which specific grade or grades these standards should be attained and how they will be measured at each of the levels above.

    b. School committees will provide for public participation in the development and periodic review of these minimum standards by parents, teachers, administrators, employers, and – at the secondary level – by students.

2. Each school committee will have the responsibility to establish minimum standards for the basic skills areas of mathematics, reading, and writing by no later than September 1980 and minimum standards for the basic skills areas of listening and speaking by no later than September, 1981

    a. At the early elementary and later elementary levels, the minimum standards will be determined by each school committee.

    b. At the secondary level, school committees will have the responsibility to establish minimum standards which incorporate and are no less than the specifications for mathematics and communications (reading, writing, listening, speaking) recommended by the Advisory Committee on High School Graduation Requirements, subject to continued refinement of these specifications by the Advisory Committee in early 1978-79.

3. Each school committee will have the responsibility for evaluating the basic skills competency of each student at the early elementary, later elementary, and secondary levels.

    a. School committees will decide at which grade or grades an evaluation

will take place for each level, provided that at the secondary level this evaluation will be initiated no later than the beginning of grade 9. Once a secondary student has demonstrated proficiency on the secondary level basic skills competency test(s) he or she will not have to be tested again for this purpose.

b. School committees will have the responsibility to decide which evaluation instrument or instruments will be used at the early elementary and later elementary levels.

c. At the secondary level, school committees will have the option of using (1) a basic skills competency test developed by the State Department of Education, (2) commercially available tests from a list approved by the State Department of Education, or (3) locally utilized or developed tests approved by the State Department of Education as being comparable to either (1) or (2).

d. Students and parents should be given the opportunity to see the corrected evaluation instruments so they can be informed of strengths and weaknesses in basic skills competency.

e. School committees are encouraged to review their existing testing programs with the aim of incorporating this Policy within existing expenditures for student testing. These expenditures will be reimburseable under state aid.

4. Each school committee shall annually certify and report to the public and to the State Board of Education the number and percentage of students who have and have not attained the minimum standards for basic skills competency determined by the school committee for the early elementary, later elementary, and secondary levels. By no later than 1982-83, the date reported for the secondary level will be for grade 11 or 12.

5. The provisions of this Policy shall be applied as follows to students in special education and bilingual education programs as defined by applicable state laws.

a. The application of minimum standards for basic skills competency to students determined to be in need of special education in accordance with G. L. Chapter 71B (Chapter 766) shall be at the determination of the evaluation team responsible for developing and approving the Individual Educational Plan for each special needs student. The evaluation team shall determine whether the special needs student should be evaluated in terms of the minimum standards for basic skills competency and whether the results of this evaluation should be included in the aggregate test results in No. 4 above. Such decisions should be recorded in the Individual Educational Plan.

b. Students identified, screened, and enrolled in programs governed by G. L. Chapter 71A (Transitional Bilingual Education Act) shall not be subject to the provisions of this Policy. Students who have completed Transitional Bilingual Education programs in accordance with G. L. Chapter 71A shall be considered as any other student under this Policy.

6. The purpose of this Policy is for school committees to determine minimum expectations for basic skills competency for the regular educational program of the public schools in Massachusetts. The educational specifications for mathematics and communications skills recommended by the Advisory Committee on High School Graduation Requirements were developed by teachers on the basis of what should be minimum instructional expectations from the regular curriculum offerings of public schools. If these expectations are not being adequately fulfilled, the regular curriculum should be adjusted or modified. The purpose of the Policy is *not* to establish a new or separate instructional program beyond the support services normally provided in public schools of the Commonwealth.

   a. If, by the beginning of grade 11, a student has not been able to satisfactorily attain the minimum standards of basic skills competency as determined by each school committee, the principal of the school attended by the student shall determine whether the student should be referred for evaluation in accordance with the Chapter 766 Regulations (Section 315.1) to determine if that student needs special education. (Nothing contained herein should preclude referral at an earlier grade level in accordance with normal practices of school districts under Chapter 71B.)

   b. The purpose both of the minimum standards and the evaluations called for by this Policy is to assist in diagnosing student needs and in identifying curriculum areas which should be adjusted or modified. The purpose is not to establish a new condition for promotion or graduation. These policies of school committees should continue to be based on several criteria and several sources of information rather than on any single test.

7. The Board of Education's Regional Education Councils, with the assistance of a subcommittee designated by the Council, and with staff support from the Department of Education, shall be responsible for reviewing the implementation of the Policy on Basic Skills Improvement in each region.

   a. By September 1980, each school committee shall affirm to the appropriate Department Regional Education Center that it has established the program called for by this Policy at the early elementary and later elementary levels.

   b. By September 1980, each school committee shall submit to the ap-

propriate Department Regional Education Center its secondary level program for basic skills improvement. The Regional Education Council shall review each school committee's plan based on the criteria contained in the Advisory Committee's Report and recommend approval to the Board of Education if said plan fulfills the requirements of this Policy.

8. The Board directs the Department of Education to prepare requests for the Fiscal Year 1980 Department of Education budget recommendations to the Governor which include staffing to provide the technical assistance needed by school districts to implement this Policy. Further, the Board will proceed to encourage public institutions of higher education to assist in the implementation of this Policy, and will seek funding from the Great and General Court for the Commonwealth In-Service Institute to enable the Institute to aid school districts in implementing this policy.

9. The Board designates the Advisory Committee on High School Graduation Requirements to serve as the principal advisory committee on matters related to this Policy. It further directs that the Advisory Committee complete as early as possible in 1978-79 the specifications for minimum standards in mathematics and communication skills, and begin the development of optional minimum standards for consideration by school committees in areas earlier considered by the Advisory Committee such as career information, social responsibility, environment and the arts.

10. The Board has been convinced that it should not, at this time, adopt a policy which makes awarding of the high school diploma contingent on satisfactory performance on any single test of basic skills competency. This Policy, as adopted, fulfills the intent of the Board to improve basic skills competency in partnership with local school officials. On the basis of local experience in the implementation of this Policy, however, the Board will review the need for and feasibility of including basic skills competency as one of the requirements for a diploma in the future. It directs the Advisory Committee on High School Graduation Requirements to review this matter after implementation of local minimum standards beginning in 1980-81 and to report to the Board on this issue no later than June 1983.

II. REGULATIONS FOR IMPLEMENTATION OF THE POLICY ON BASIC SKILLS IMPROVEMENT

603 CMR: DEPARTMENT OF EDUCATION

603 CMR 40.00: REGULATIONS FOR IMPLEMENTATION OF THE POLICY ON BASIC SKILLS IMPROVEMENT

Section

40.01 Definitions

40.02 Basic Skills Improvement Program

40.03 Establishment of Minimum Standards

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INTRODUCTION

The purpose of these regulations is to implement the "Policy on Basic Skills Improvement" adopted by the Board of Education on August 29, 1978 and to assist students in achieving mastery of basic skills prior to high school graduation through the provision of appropriate curriculum, instruction, and evaluation. These regulations shall apply to all public school districts providing educational services to students in all or part of grades kindergarten through twelve in the Commonwealth of Massachusetts. These regulations are promulgated by the Board of Education pursuant to its powers under Section 1G of Chapter 15 of the General Laws which directs that "the board shall establish minimum educational standards for all courses which public schools require their students to take" and which authorizes the board to "collect and maintain information from any public school system in the Commonwealth relevant to its work . . . " In implementing these regulations, public school districts shall place emphasis on diagnosing learning needs and adjusting the regular curriculum to meet these needs.

40.01: Definitions

The various terms as used in these regulations are defined below:

(1) *Advisory Committee* shall mean the Advisory Committee on Basic Skills Improvement established by the Board of Education pursuant to Section 40.11 of these regulations.

(2) *Annual Report* shall mean the Annual Report on Basic Skills Improvement Programs which public school districts shall submit to the Department of Education pursuant to Section 40.09 of these regulations.

(3) *Basic Skills* shall mean the following skills: reading, writing, listening, speaking and mathematics.

(4) *Basic skills improvement programs* shall mean the programs which public school districts are required to establish by Section 40.02 of these regulations.

(5) *Early elementary level* shall mean all or part of grades kindergarten through three.

(6) *Early elementary and later elementary level program plans* shall mean the written documents public school districts shall prepare pursuant to Section 40.06 of these regulations.

(7) *Evaluation instruments* shall mean the tests or assessment techniques that public school districts shall use to determine whether students have or have not achieved minimum standards.

(8) *Later elementary level* shall mean all or part of grades four through six.

(9) *Minimum standards* shall mean (a) the objectives in the basic skills and (b) the level of achievement for the objectives in the basic skills that public school districts shall establish for students for the early elementary, later elementary, and secondary levels pursuant to these regulations.

(10) *Parent* shall mean a father, mother, or legal guardian.

(11) *Public school district* shall mean city, town, and regional school committees; local and district trustees for vocational education and boards of trustees of county agricultural schools created pursuant to General Laws, Chapter 74; Superintendents of Smith's Agricultural School established by Chapter 151 of the Special Acts of 1918; and the governing board of any other public school providing educational services to students in all or part of grades kindergarten through twelve in the Commonwealth of Massachusetts. The public school district is responsible for the overall implementation of these regulations, but it may delegate to its public school administration the specific tasks required by the regulations, as appropriate.

(12) *Regional Education Centers* shall mean the six operational field offices of the Department of Education located in specified geographical regions of the Commonwealth.

(13) *Regional Education Councils* shall mean the councils established by the Board of Education pursuant to the "Revised Board of Education Policy on Regional Education Councils."

(14) *Secondary level* shall mean all or part of grades seven through twelve.

(15) *Secondary level program plans* shall mean the written documents public school districts shall prepare pursuant to Section 40.07 of these regulations.

40.02: Basic Skills Improvement Program

(1) Each public school district shall establish a basic skills improvement program which shall include the establishment of minimum standards and provision for evaluating student achievement of minimum standards required by Sections 40.03 to 40.05 of these regulations, and the establishment and implementation of the early elementary, later elementary, and secondary level program plans required by Sections 40.06 and 40.07 of these regulations.

(2) Each public school district shall provide for genuine public participation in the development and periodic review of its basic skills improvement program. At all grade levels, public participation shall include: employers; parents, including Title I parents, of students enrolled in the public school district; teachers and administrators employed by the public school district; and the general public. In addition, at the secondary level, public participation shall include secondary school students enrolled in the public school district.

40.03: Establishment of Minimum Standards

(1) Each public school district shall establish minimum standards in each of the basic skills for the following grade levels, if applicable: early elementary, later elementary, and secondary. At the secondary level the minimum standards established by each public school district shall include, but not necessarily be limited to, the basic skills objectives set forth in Section 40.04 of these regulations.

(a) By August 1, 1980, each public school district shall establish minimum standards in the basic skills of reading, writing, and mathematics.

(b) By August 1, 1981, each public school district shall establish minimum standards in the basic skills of listening and speaking.

(2) Each public school district shall determine the specific grade or grades within the early elementary, later elementary, and secondary levels for which minimum standards shall be established.

40.04: Secondary Level Minimum Standards

The secondary level minimum standards shall include, but not necessarily be limited to, the following basic skills objectives:

(1) *Reading.*

(a) Basic Word Meaning
1. Identify the meaning of commonly used words within a sentence that does not provide clues to the meaning of the word
2. Identify the meaning of a word within a sentence that provides clues to the meaning of the word

(b) Literal Comprehension
1. Identify the meaning of a written phrase, clause, sentence, or paragraph
2. Demonstrate the ability to follow directions
3. Identify the main idea, supporting details, and conclusion of a paragraph
4. Recognize the sequence of events or ideas in a written passage
5. Identify information on a chart, map, or graph

(c) Interpretive Comprehension
1. Draw conclusions implied in a paragraph or passage
2. Identify cause and effect relationships implied in a paragraph or passage
3. Predict an outcome implied in a paragraph or passage

(d) Evaluative Comprehension
1. Identify a statement as fact or opinion
2. Identify the writer's purpose in a paragraph or passage written to inform or persuade

(e) Locating Information
1. Use the parts of a book
2. Locate information in a variety of sources

(2) *Writing.* Given the opportunity to use a dictionary, students, through their own writing samples, will demonstrate:

(a) Knowledge of the subject
1. The writer has something to say
2. Ideas are supported with relevant details

(b) Clear and consistent purpose

(c) Organization
1. Ideas are related
2. Ideas progress logically from one point to another

(d) An awareness of the intended reader

(e) Precise word choices
1. Words appeal to the reader's senses
2. Words suit the purpose
3. Words are appropriate for the intended reader

(f) Fulfillment of the purpose
1. Adequate information is provided
2. The writing is free of irrelevancy
3. The conclusion reemphasizes the purpose

(g) Correct capitalization and punctuation

(h) Correct spelling

(i) Legible handwriting

(j) Complete sentences

(k) Standard use of nouns, pronouns, verbs, adjectives, and adverbs

(l) Agreement of subject and verb

(3) *Listening.*

(a) Basic Listening Skills
1. Recognize words and phrases used by the speaker
2. Indicate why the speaker can or cannot be understood

(b) Understanding What You Hear
1. Understand spoken words and ideas
2. Identify and understand main ideas
3. Associate important details with main ideas
4. Understand descriptions of events and experiences
5. Understand speaker's purpose

(c) Using What You Hear
1. Understand and respond to survival words used in emergency situations

2. Summarize information and draw conclusions
3. Recognize when words and phrases are used to convince or persuade
4. Follow straightforward directions

(4) *Speaking.*

(a) Basic Oral Communication Skills
1. Use words and phrases appropriate to the situation
2. Speak loudly enough to be heard by a listener or group of listeners
3. Speak at a rate the listener can understand
4. Say words distinctly

(b) Planning, Developing, and Stating Spoken Messages
1. Use words in an order that clearly expresses the thought
2. Organize main ideas for presentation
3. State main ideas clearly
4. Support main ideas with important details
5. Demonstrate knowledge of standard English usage

(c) Common Uses of Spoken Messages
1. Use survival words to cope with emergency situations
2. Speak so listener understands purpose
3. Ask for and give straightforward information
4. Describe objects, events, and experiences
5. Question others' viewpoints

(5) *Mathematics*

(a) Number and Numeration Concepts
1. Recognize number symbols (17, eighteen), whole numbers (34), fractions (½), decimals (3.75), and powers of 10 (10^2)
2. Identify odd and even numbers
3. Put numbers in numerical order [$\frac{2}{4} = \frac{1}{2}$]
4. Recognize equivalent fractions

(b) Arithmetic Computation
1. Add, subtract, multiply, and divide whole numbers (4069 + 81 + 123, 254 x 17, 16300 ÷ 100)
2. Add and subtract mixed numbers [$2\frac{1}{2} - 1\frac{1}{4}$]
3. Multiply whole numbers or money by fractions (halves, quarters, thirds)
4. Add, subtract, multiply, and divide decimal numbers like money
5. Change a fraction to a decimal (¼ to .25)
6. Find a percent of a number in situations such as simple interest, discounts, commissions, and taxes
7. Use ratio and proportion (mixtures, recipes, scale drawings)
8. Use simple formulas ($A = l \times w$)

(c) Estimation and Approximation
1. Round off numbers to a specified place
2. Approximate the answer to a computation problem (including discounts and percentages)
3. Estimate length, weight/mass, capacity, time, temperature, area, and volume
4. Estimate with money

(d) Measurement and Geometry
1. Choose an appropriate unit of measurement in the U.S. customary system (for example: feet, pounds, and gallons)
2. Choose an appropriate unit of measurement in the metric system (for example: meters, kilograms, and liters)
3. Choose an appropriate measurement instrument involving both U.S. customary and metric units
4. Convert common measurements within the same system
5. Read a scale drawing
6. Use a map to compute highway distances
7. Relate total cost and cost per unit
8. Compute by using temperature
9. Compute by using time
10. Identify right angles and parallel, perpendicular, and intersecting lines like those in a street map
11. Recognize that an object has the shape of a square, rectangle, triangle, or parallelogram
12. Identify the radius, diameter, and center of a circle
13. Recognize that an object has the shape of a cube, cylinder, or sphere
14. Find the perimeter of a triangle, square, and rectangle
15. Find the area of a triangle, square, and rectangle
16. Find the volume of a cube or other rectangular solid

(e) Graphs and Tables
1. Read a table
2. Interpret a bar graph
3. Interpret a circle graph
4. Interpret a line graph

(f) Prediction of Events and Statistics
1. Understand probabilities like those used in weather forecasting or lotteries (the chance something will or will not happen)
2. Find and use averages (mean and median) for a group of numbers

40.05: Evaluation of Basic Skills Achievement

(1) Each public school district shall evaluate each student's achievement of minimum standards at least once during the early elementary, later elementary, and secondary levels.

(a) Evaluation of student achievement of minimum standards in reading,

writing, and mathematics shall begin no later than the end of the 1980-81 school year.

(b) Evaluation of student achievement of minimum standards in listening and speaking shall begin no later than the end of the 1981-82 school year.

(2) Each public school district shall determine at which grade or grades at the early elementary, later elementary, and secondary levels students shall be evaluated for the achievement of minimum standards, provided that secondary level students shall first be evaluated no later than the beginning of grade nine.

(3) Once a public school district has determined at which secondary grade level to begin the evaluation of student achievement of minimum standards, it shall provide for an evaluation of student achievement of minimum standards at least once at each succeeding grade level until the student has achieved the minimum standards. A secondary level student who has achieved the minimum standards for a basic skill need not be evaluated again in that skill.

(4) At the early and later elementary levels, each public school district shall determine which evaluation instruments shall be used to evaluate student achievement of minimum standards.

(5) At the secondary level, each public school district shall have the option of using one or more of the following evaluation instruments to evaluate student achievement of minimum standards:

(a) Evaluation instruments available from the Department of Education;

(b) Commercially available evaluation instruments approved by the Department of Education; or

(c) Locally utilized or developed evaluation instruments approved by the Department of Education as being comparable to either (a) or (b).

(6) In accordance with Section 4.03 of the Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity as adopted by the Board of Education, a public school district shall not use an evaluation instrument which discriminates on the basis of race, color, sex, religion, or national origin.

(7) After an evaluation of a student's achievement of minimum standards, each public school district shall give the student and his or her parent the opportunity to review the evaluation instruments used and the complete record of the student's achievement level. The complete record of a student's achievement level shall include, but not necessarily be limited to, the corrected responses of the student on the evaluation instruments used, and shall be maintained as part of the student's temporary record pursuant to the Student Records Regulations as adopted by the Board of Education.

40.06: Early Elementary and Later Elementary Level Program Plans

(1) The early elementary and later elementary program plans shall include, but not necessarily be limited to, the following components:

(a) Provision for participation of parents, teachers, administrators, employers, and the general public in the establishment and periodic review of minimum standards and the overall early elementary and later elementary program plans;

(b) Establishment of minimum standards for each basic skill;

(c) Designation of appropriate evaluation instruments;

(d) Provision for appropriate follow-up instructional programs and services to students who have not achieved minimum standards;

(e) Plans for monitoring, evaluating, and modifying, as appropriate, the early elementary and later elementary program plans that have been established. These plans shall include such activities as: reviewing elementary programs and curriculum; making necessary program and curriculum changes; conducting appropriate staff development efforts, planned in cooperation with affected staff; and implementing appropriate plans for monitoring and evaluating the outcome of these efforts.

(2) Each public school district shall affirm to the appropriate Regional Education Center, on a form and in a manner prescribed by the Department of Education, that it has established early elementary and later elementary program plans and shall make these plans available to the public.

(a) By August 1, 1980, each public school district shall affirm that it has established early elementary and later elementary program plans in reading, writing, and mathematics.

(b) By August 1, 1981, each public school district shall affirm that it has established early elementary and later elementary program plans in listening and speaking.

(3) Each public school district shall implement its early elementary and later elementary program plans for reading, writing, and mathematics no later than October 1, 1980 and for listening and speaking no later than October 1, 1981.

40.07: Secondary Level Program Plan

(1) The secondary level program plan shall include, but not necessarily be limited to, the following components:

(a) A description of how parents, employers, teachers, administrators, students and the general public participated in the establishment of the public school district's minimum standards and the overall secondary level program plan;

(b) The secondary level minimum standards established by the public

school district and how these secondary level minimum standards include the secondary level basic skills objectives set forth in Section 40.04 of these regulations;

(c) A listing of all evaluation instruments designated by the public school district. If an evaluation instrument designated is not one of those made available by the Department of Education or on a Department of Education approved list, the public school district shall submit the following:

1. a copy of the selected evaluation instruments, with supporting technical information;
2. a detailed analysis showing the content match between these instruments and the minimum standards set forth in Section 40.04 of these regulations;

(d) The grade level or levels that the public school district has established for the initial evaluation of secondary level student achievement of minimum standards;

(e) A description of how the public school district will provide, and make generally available to the public, information about its secondary level program plan, including such information as: where in the curriculum basic skills are covered and what diagnostic and follow-up instructional services are available;

(f) A description of the follow-up instructional programs and services that the public school district will provide to students not achieving minimum standards;

(g) Assurances that:

1. present school programs and curricula will be reviewed for all grades in light of the school district's minimum standards and appropriate modifications will be made as necessary;
2. curriculum and instructional services will be reviewed following analysis and reporting of student achievement data;
3. staff development efforts will be planned in consultation with staff affected and will relate to implementation of basic skills improvement programs.

(2) Each public school district shall submit for approval to the appropriate Regional Education Center, on a form and in a manner prescribed by the Department of Education, its secondary level program plan and shall make this plan available to the public.

(a) Each public school district shall submit its secondary level program plan for reading, writing, and mathematics no earlier than February 1, 1980 and no later than August 1, 1980.

(b) Each public school district shall submit its secondary level program plan for listening and speaking no earlier than February 1, 1981 and no later than August 1, 1981.

40.08: Approval of Secondary Level Program Plan

(1) Each Regional Education Council or a committee designated by the Council shall review the secondary level program plan of each public school district within its region. Within sixty (60) calendar days of receipt of a public school district's plan, the Regional Education Council shall recommend to the Commissioner of Education approval or disapproval of the secondary level program plan. This recommendation will be based on whether or not the plan contains the information required by Section 40.07 (1) and otherwise complies with these regulations.

(2) Within thirty (30) calendar days of receipt of the Regional Education Council's recommendation on a public school district's secondary level program plan, the Commissioner of Education shall approve or disapprove the secondary level program plan and notify the public school district of its action. If a secondary level program plan is not approved, this notification shall state the reasons for the disapproval.

(3) Each public school district shall implement the secondary level program plan for reading, writing, and mathematics approved by the Commissioner of Education within thirty (30) days of notification of such approval or by October 1, 1980, whichever occurs later.

(4) Each public school district shall implement the secondary level program plan for listening and speaking approved by the Commissioner of Education within thirty (30) days of notification of such approval or by October 1, 1981, whichever occurs later.

(5) Upon notification that a secondary level program plan has been disapproved, a public school district shall have thirty (30) calendar days to submit an amended secondary level program plan to the appropriate Regional Education Center. Within thirty (30) calendar days of receipt of an amended secondary level program plan, the Regional Education Council or a committee designated by the Council shall review the amended secondary level program plan and recommend to the Commissioner of Education that the amended plan be either approved or disapproved. If the amended secondary level program is approved, the public school district shall implement this plan within thirty (30) calendar days of notification.

(6) Each public school district may change its approved secondary level program plan by submitting an amendment to its program plan to the appropriate Regional Education Center. The Regional Education Council or a committee designated by the Council shall review the amendment to the program plan and recommend to the Commissioner of Education that the amendment be approved or disapproved in accordance with the provisions of this section. No new secondary level program plan shall be implemented in place of an approved secondary level program plan until it has been approved by the Commissioner of Education.

40.09: Annual Report on Basic Skills Improvement Programs

(1) Beginning with the 1980-81 school year, each public school district shall submit an Annual Report, on a form and in a manner prescribed by the Department of Education, on the implementation of its basic skills improvement program. The Annual Report shall include the number and percentage of students by race, sex, and linguistic minority who have and have not achieved the minimum standards for each basic skill established by the public school district for the early elementary, later elementary, and secondary levels. The Annual Report shall be submitted to the appropriate Regional Education Center by August 31 for the school year ending the previous June 30.

(a) For the 1980-81 school year, and each year thereafter, each public school district shall decide which grade or grades within the early and later elementary levels shall be used to report the number and percentage of students who have and have not achieved minimum standards.

(b) For the 1980-81 school year and each year thereafter, each public school district shall decide which grade or grades within the secondary level shall be used to report the number and percentage of students who have and have not achieved minimum standards, provided that, for the 1982-83 school year and each year thereafter, each public school district shall report the number and percentage of students who have completed eleventh or twelfth grade and who have and have not achieved minimum standards.

(2) Each public school district shall release and make generally available to the public the Annual Report required by subsection (1), and shall take reasonable steps to insure that the people residing in the public school district are informed of the content and availability of the Annual Report.

40.10: Transfer Students, Students in Special Education Programs, and Students of Limited English Ability

(1) A public school district may exempt any student who transfers into its school district after having completed the tenth grade in another district from the annual reporting requirements of Section 40.09.

(2) The evaluation team responsible for developing a student's Individual Educational Plan in accordance with General Laws, Chapter 71B and the Chapter 766 Regulations shall determine whether a student in need of special education shall be evaluated for achievement of the minimum standards provided for by these regulations, in addition to the objectives contained in the Individual Educational Plan, and whether the result of such an evaluation shall be included in the public school district's annual report submitted pursuant to Section 40.09. The evaluation team's determination shall be included in the student's Individual Educational Plan.

(3) Each public school district shall exempt, from all provisions of these regula-

tions, students who have limited English ability as defined by General Laws, Chapter 71A. Notwithstanding the previous sentence, students who have completed an appropriate transitional bilingual education program in accordance with General Laws, Chapter 71A and the Regulations for Use in Administering Programs in Transitional Bilingual Education adopted by the Board of Education shall be considered as any other students for the purpose of these regulations.

40.11: Advisory Committee on Basic Skills Improvement

(1) The Board of Education shall establish an Advisory Committee on Basic Skills Improvement to advise on matters related to the implementation of the Board of Education's Policy on Basic Skills Improvement and these regulations.

(a) Until June 30, 1979, the Policy Committee on High School Graduation Requirements established by the Board of Education on June 28, 1977 shall serve as the Advisory Committee.

(b) On or before July 1, 1979, the Board of Education shall appoint no less than 25 people to serve as voting members of the Advisory Committee. Members shall be appointed for two year terms, and may be reappointed for an additional two year term. No member may serve for more than two terms. If an Advisory Committee member does not complete the appointed term, the Board of Education may appoint a member to fill the unexpired term and this member may, upon reappointment, serve two consecutive full terms. Subject to appropriation, members of the Advisory Committee shall be reimbursed for expenses necessarily incurred in the performance of their official duties.

(2) Beginning in 1980, the Advisory Committee shall submit an annual report to the Board of Education on or before September 30 of each year to cover the preceding school year.

40.12: Waiver

The Board of Education may, upon written application of a public school district and recommendation of the appropriate Regional Education Council and Commissioner of Education, grant a waiver of part or all of the requirements of these regulations for good cause.

40.13: Severance Clause

If any provision contained in these regulations or the application thereof to any person or circumstances is held invalid by a court of competent jurisdiction, the remaining provisions of these regulations or the application of the provision in question to other persons not similarly situated or to other circumstances shall not be affected thereby.

III. ADVISORY COMMITTEE ON BASIC SKILLS IMPROVEMENT

Robert Coelho (Chair)	Superintendent	Attleboro
Jid Kamitian (V-Chair)	Secondary School Principal	Holliston
Blair Arsenault	Secondary School Principal	Oakmont Regional
Fred Andelman	Mass. Teachers Association	Boston
Daniel Barraford	Director of Project Cope	Framingham
Mildred Berkowitz	English Teacher	North Dartmouth
Fred Blanchard	Junior High Principal	Randolph
Robert Bray	Secondary School Principal	Attleboro
Chris Caldwell	Student	Marblehead
George Curtin	School Committee	Westfield
John Deady	Superintendent	Springfield
William Fasciano	Secondary School Principal	Somerville
Alwyn Griffith	Junior High Principal	New Bedford
Edward Hall	New England Life Insurance Co.	Boston
Ann Keenan	Director of English	Braintree
John Kent	Elementary School Principal	Holbrook
Gail Latouf	Student	Boston
Steven Levine	Special Needs Coordinator	E. Bridgewater
Ben Levy	Mass. Teachers Association	Boston
John Monbouquette	Superintendent	Braintree
Gertrude Moskowitz	Parent	Pittsfield
Margarita Muniz	Bilingual Department	Boston
William Reid	Administrator	Boston
Edward Reidy	Project Competency	Fitchburg
Virginia Ross	English Department Head	Marshfield
Charlotte Ryan	Mass. Parent-Teacher-Student Assoc.	Manchester
Thomas Tanous	Guidance Counselor	Beverly
Eugene Thayer	Superintendent	Lawrence
Greg Thomas	Teacher	Boston
David Tobin	Superintendent	Assabet Valley Regional
Miriam Torres	Parent	Worcester
Yolanda Ulloa	Bilingual Education Director	Springfield
Harry Walen	Guidance Counselor	Needham
Phillip Wormwood	Secondary School Principal	Andover
Virginia Yardumian	School Committee	Malden

IV. COMMUNICATIONS TASK FORCE COMMITTEES

Ann Keenan (Chair), Director of English, Braintree

Reading Committee

Owen O'Neill (Chair)	Director of Reading	Springfield
Pamela Almeida	Director of Reading	Reading
Peter Aquinde	Student	Cambridge
Judith Deckers	Higher Education	Bridgewater State
Mary Grant	Middle School Teacher	Boston
Michele Lawler	High School Teacher	Gateway Regional
Rita McNally	Right to Read Director	Stoughton
Doryce Moosey	Director of Reading	Worcester
Mary Young	Parent	Easthampton

Writing Committee

Barbara Krysiak (Chair)	Director of English	Waltham
John Burns	Director of English	Saugus
Patricia Carlson	High School Teacher	Algonquin Regional
Frank Coen	English Department Head	Stoughton
Clyde Evans	Higher Education	University of Mass.
Ellen Guiney	Parent	Boston
Pam Jones	Student	Boston
James McDermott	High School Teacher	Worcester
Norman Najimy	Director of English	Pittsfield
Jane Price	High School Teacher	Amherst-Pelham
James Temmallo	Language Arts Coordinator	Chelmsford

Listening/Speaking Committee

Eileen Malloy (Co-Chair)	English Department Head	Whitman-Hanson
Virginia Ross (Co-Chair)	English Department Head	Marshfield
Rhoda Caesar	Elementary School Teacher	Pittsfield
Theresa D'Abre	Director of Language Arts	Dennis-Yarmouth
Thomas Devine	Higher Education	Boston University
Joanne Gurry	High School Teacher	Marshfield
Patricia Keating	High School Teacher	Northampton
Judith McCaffrey	Reading Coordinator	Foxborough
William Merrill	Guidance Counselor	Lowell
Dorothy Messier	Elementary School Teacher	East Weymouth
Cissy Picard	Parent	Chicopee

Jeanne Remondini	Elementary School Teacher	East Weymouth
Maureen Tisei	English Department Head	Boston
Tanya Warren	Student	Boston
Anne Weich	Middle School Teacher	Clinton

V. MATHEMATICS TASK FORCE

Ben Levy (Chair) , Massachusetts Teachers Association, Boston

Tom Armstrong	Director of Mathematics	Foxborough
Julia Bale	High School Mathematics Teacher	Springfield
Bette A. Bridges	High School Science Teacher	Norwood
Beatrice Butler	Jr. High Mathematics Teacher	Springfield
Joseph Caruso	High School Mathematics Teacher	Somerville
Leonore Fenn	Parent	Lexington
David Gosse	Mathematics Department Head	Triton-Byfield
Edward Hall	Business	Boston
Phil Halloran	Director of Mathematics	Springfield
James Pasquill	Director of Instruction & Curriculum	Old Rochester Regional
Ethan Shapiro	Student	Newton
John Tite	Mathematics Department Head	Grafton
Kay Tobin	Elementary Mathematics Specialist	Lexington

Membership on Advisory Committee on Basic Skills Improvement, Communications Task Force Committees, and Mathematics Task Force is as of March, 1979.

VI. KEY DATES
1979-1982

May, 1979	Districts are sent packet on secondary level evaluation procedures including criteria, state test, approved tests
June, 1979	Board of Education appoints new members to the Advisory Committee on Basic Skills Improvement
February 1, 1980 to August 1, 1980	Secondary level basic skills improvement program plans for reading, writing and mathematics are submitted to Regional Education Centers
By August 1, 1980	Public school districts establish basic skills improvement programs for reading, writing, and mathematics at the early and later elementary levels
September 30, 1980	Advisory Committee submits its first annual report to the Board of Education
September, 1980 to June, 1981	Evaluation of student achievement of minimum standards in reading, writing and mathematics is initiated
October 1, 1980	Public school districts begin implementing their basic skills improvement program plans for reading, writing and mathematics
June, 1981	Board re-appoints the members of the Advisory Committee on Basic Skills Improvement
February 1, 1981 to August 1, 1981	Secondary level basic skills improvement program plans for listening and speaking are submitted to Regional Education Centers
By August 1, 1981	Public school districts establish basic skills improvement programs for listening and speaking at the early and later elementary levels
August 31, 1981	Public school districts submit their first annual report on the achievement of minimum standards for basic skills of reading, writing and mathematics
September 30, 1981	Advisory Committee submits its second annual report to Board of Education

September, 1981 to June, 1982	Evaluation of student achievement of minimum standards in listening and speaking, as well as reading, writing and mathematics.
October 1, 1981	Public school districts begin implementing their basic skills improvement program plans for listening and speaking.
August 31, 1982	Public school districts submit their second annual report on the achievement of minimum standards for the basic skills of listening and speaking, as well as reading, writing and mathematics.

For more information on the Basic Skills Improvement Policy and Regulations, including copies of the Report of the Advisory Committee on High School Graduation Requirements, contact any of the following:

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